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| **THEN & NOW**  The language classroom in the U.S. hasbeen transformed in the last 20 yearsto reflect an increasing emphasis on  developing students’ communicative competence. Unlike the classroomof yesteryear that required studentsto know a great deal of information about the language but did not have an expectation of language use, today’s classroom is about teaching languages so that students use them to communicate  with native speakers of the language. This is what prepares them to use their language learning as a 21st Century Skill. Following is a chart comparing how language classrooms looked in the past  compared to today.ued) | **IN THE PAST**   * Students learned about the language (grammar) * Teacher-centered class * Focused on isolated skills (listening, speaking,   reading, and writing)   * Coverage of a textbook * Using the textbook as the curriculum * Emphasis on teacher as presenter/lecturer * Isolated cultural “factoids” * Use of technology as a “cool tool” * Only teaching language * Same instruction for all students * Synthetic situations from textbook * Confining language learning to the classroom * Testing to find out what students don’t know * Only the teacher knows criteria for grading * Students “turn in” work only for the teacher | **TODAY**   * Students learn to use the language * Learner-centered with teacher as facilitator/collaborator * Focus on the three modes: interpersonal, interpretive,   and presentational   * Backward design focusing on the end goal * Use of thematic units and authentic resources * Emphasis on learner as “doer” and “creator” * Emphasis on the relationship among the perspectives, practices, and products of the culture * Integrating technology into instruction to enhance learning * Using language as the vehicle to teach academic content * Differentiating instruction to meet individual needs * Personalized real world tasks * Seeking opportunities for learners to use language   beyond the classroom   * Assessing to find out what students can do * Students know and understand criteria on how they will be assessed by reviewing the task rubric * Learners create to “share and publish” to audiences   more than just the teacher. |

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**One Massachusetts Avenue NW, Suite 700 Washington, DC 20001 202-312-6429 www.P21.org** Publication date: 03/11troduction (continued)

**One Massachusetts Avenue NW, Suite 700 Washington, DC 20001 202-312-6429 www.P21.org** Publication date: 03/11 **4**